DOCUMENT RESUME

ED 243 573 PS 014 190

TITLE On-the-Spot Course in Maseru, Lesotho on Income-Generating Projects for Rural Women: Framework of Community Development. July 10-30, 1983. Report.

INSTITUTION Mount Carmel International Training Centre for Community Development, Haifa (Israel).

PUB DATE [83]

NOTE 32p.; Prepared in cooperation with the Lesotho National Council of Women.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Community Development; *Creative Activities; Developing Nations; Females; Foreign Countries; International Programs; *Job Development; *Job Training; Low Income Groups; *Rural Development

IDENTIFIERS *Lesotho; *Rural Women

ABSTRACT

This report describes a community development course focusing on income-generating projects for rural women. The first section outlines the schedule of activities for each day of the 16-day course. The second section defines course objectives, including purpose and methodology, planning, group dynamics, cooperation, communication, negotiation, and relevancy of materials. Project selection procedures are discussed in the third section, and the fourth section outlines processes for making candles, soap, and school bags. An evaluation of the program by the participants and the teaching staff is provided in the fifth section, recommendations for future courses are given in the sixth, and a brief list of demographic information about participants is offered in the seventh. Project reports, including cost sheets, are appended. (BJD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED243573

R E P O R T

ON-THE-SPOT COURSE IN MASERU, LESOTHO

on

INCOME-GENERATING PROJECTS
FOR RURAL WOMEN
FRAMEWORK OF COMMUNITY DEVELOPMENT

10 - 30 July, 1983

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary Senerman
Mt. Carmel Int. Tng. Ctr.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

in cooperation with the

Lesotho National Council of Women

PS 014190

MOUNT CARMEL INTERNATIONAL TRAINING CENTRE
FOR COMMUNITY DEVELOPMENT (MCTC)
12 David Pinsky Street, 34351 Haifa, Israel

STAFF

Israel Teaching Team:

Mr. Wilburt Feinberg, in charge of the course, expert on establishment of small-scale industries

Ms. Hava Maidenbaum, coordinator and lecturer on Community Development

Lesotho Counterpart:

Mrs. Mathabiso Mosala, organiser and coordinator

ACKNOWLEDGEMENT

The Mount Carmel International Training Centre, Mr. W. Feinberg and Ms. H. Maidenbaum wish to express their appreciation to the members of the Lesotho National Council of Women and their President, Mrs. M. Mosala; H.E. Mr. E. Galbar, Ambassador of Israel to Lesotho; and all the participants in the course for their constant, wholehearted cooperation and involvement in the efforts to make it a successful venture.

SPONSORS

Israel Association for International Cooperation

The International Technical Assistance Department of the Netherlands

C O N T E N T S

	Page
Introduction	1
Programme of Studies	2
Objectives, Methodology	3
Production - Procedure and Methods	8
Evaluation by the Participants	11
Evaluation by the Teaching Staff	12
Recommendations	14
The Participants	15
Appendices	A 1-5, B 1-3, C 1-3

INTRODUCTION

This report outlines the proceedings and recommendations of the On-the-Spot Course held at Maseru, Lesotho in July 1983, which dealt with Income-Generating Projects for Rural Women, in the framework of Community Development.

The suggestion for such a course was submitted to the Mount Carmel International Training Centre (MCTC) in Haifa by the Lesotho National Council of Women, through the good offices of the Israel Ambassador to Lesotho.

While courses on Income-Generating Projects for Rural Women are frequently given at the Mount Carmel Training Centre, this was the first workshop on this topic that the Centre carried out "on-the-spot" in a requesting country. It recognized the need for its teaching staff to have direct contact with the people of the community that would inroduce the projects, and also for them to become acquainted with the local setting and conditions. An overriding reason, however, was to provide this learning opportunity to people who were unlikely to travel abroad for special training, yet very likely to bring change to the community.

The workshop provided a forum for an exchange of ideas, discussions, a review of conditions that could be conducive to development, and facilitated the formulation of techniques and recommendations towards establishing income-generating projects in the rural areas.

Changes were made in the original programme that were based on the introductory lectures and discussions. The final revised programme presented to the National Council of Women and the participants was approved by both groups.

PROGRAMME OF STUDIES

11 - 30 July, 1983

Monday 11th	Introductory lecture on Community Development and Income-Generating Projects
Tuesday 12th	Review of daily programme
	Practical exercise in individual planning of a schedule
	Analysis of attitudes towards income-generating activities in Lesotho
	Lecture on Economic and Political Developments in Lesotho Pertaining to Women, by Malineo Motsephe, lecturer at the Extramural University and participant in the course
Wednesday 13th	Assessing your community
	Preliminary considerations before starting a business
	Requirements for setting up a business
Thursday 14th	Production
	Use of local materials
	Product adaptation to needs and market requirements
	Individual problems that might arise through income-generating activities in social areas, work, and the community
Friday 15th	Production techniques
	Management - practical exercise in management decision-making
	Standards
Monday 18th	Project planning; financial management; record-keeping
Tuesday 19th	Costing; practical exercise in communication
Wednesday 20th	Budgeting, profit analysis, students' presentations (exercise in public speaking)
Thursday 21st	Bookkeeping; public speaking
Friday 22nd	Marketing techniques; negotiating
Monday 25th	Work on practical projects; packaging
Tuesday 26th	Work on practical projects; evaluating the projects
Wednesday 27th	Project presentation by groups
Thursday 28th	Evaluation of the course by participants and lecturers
Friday 29th	Closing ceremony Conclusions by the course sponsors and MCTC staff
Saturday 30th	Departure

OBJECTIVES OF THE COURSE

1. Organisation of thought and ideas
2. Obtaining technical know-how
3. Skill development in business practice and techniques
4. Learning techniques of acquiring information
5. Learning to plan: time, budget, human , physical and financial resources
6. Developing self-confidence by practice of communication skills: negotiation, working in groups, cooperation
7. Acquiring knowledge about production, product development and marketing
8. Learning techniques for writing and submitting project proposals and reports
9. Evaluating and analysing projects

Purpose and Methodology

The purpose of the course was to transfer basic business practices to people who had no experience, or only some experience in establishing and running a business. The team was aware that the actual training time was very limited, since this course is normally taught at MCTC during a three to four month period.

One of the major objectives was to convince the participants that community income-generating projects must be approached and handled in a correct 'business' fashion, without reliance on charity funds or government handouts.

Once it is established that the proposed practical projects can become a source of profits and viable income for people in rural areas, community development work

as a whole is enhanced, and proceeds hand in hand with such activities. For this reason the emphasis of the study was placed on interlocking the two concepts. To exemplify this relationship between a small income-generating business and community development the team devised a programme that combined theory and practise, and immediately initiated the practical exercises.

Introductory class work sought out the participants' needs and their attitudes towards income-generating projects.

It was agreed that the practical work should consist of the manufacture of certain basic commodities, thus permitting the participants to gain theoretical knowledge and skills. In this instance, it was in the making of soap, candles and school bags.

'Learning through doing' also reinforced their confidence, which is essential for starting or improving a business venture.

Planning

Two planning techniques were explained. The first was a task of drawing up an individual 3-day planning schedule. Each participant planned the work at home and at the workshop, deciding with whom to carry out each activity, and at what point each activity would be completed.

The second was an explanation of the planning technique itself, which was somewhat more complex. The three groups - working on different practical projects - were asked to plan their project from the beginning to the end. Each step had to be specified, as well as its timing – the resources needed, the people involved, and the expected completion dates. These were to coincide with the goals and objectives set by each group.

The submitted plans were studied carefully in class and supplemented by a simulation game called 'Bridge Building' - which served to summerize the principles of planning.

Group Dynamics

The class discussed the importance of group interaction in eliciting ideas and bringing about a change in views, enacting examples by various simulation exercises. Thus the participants realised the advantages of group work, and recognised in which way each person is able to contribute, within the group.

Cooperation

Through a simple exercise called 'Squares', the participants saw very quickly the positive effects of co-operation. It also became evident in what way each person could benefit through cooperation. The participants also realised that it was not easy to cooperate since everyone tends to look out for her/his own interests. This often overshadows the good of the entire group, or in other words, impedes the group from reaching its goal.

In the general discussion examples were given of how cooperation functions in an organisation or in a small business, and it was felt that people must be made aware of these factors in order to work more effectively. There was much laughter when everyone watched how each participant tried to form her own square in the game that demonstrated how advantageous cooperation could be.

Communication

a) Public Speaking - Each participant made a 3-minute "speech" in which she attempted to get an idea across to the rest of the class. The technique of speaking to groups was to place emphasis on clarity, body language, length of speech and other principles of speaking. Each talk was later analysed by the class.

The need to communicate ideas clearly in order to be understood by others, and techniques by which to achieve clarity was a topic for discussion. Examples were given in class through role play and various simulation games. Three short simulations were done to bring across to participants some specific problems of communicating.

b) Verbal Communication -
Exercise I: A message was sent from one member of the group to another and passed on to each one. The message received by the last person was very different from the one heard by the first.

Exercise II: Two people received the same directions for drawing a picture on the board. Although both were given the directions simultaneously, the two pictures that were drawn were altogether different.

c) Perception - All participants were shown the same picture, and yet each person saw something else in it.

All these examples were considered, and the class attributed the various results to the uniqueness of each person, and to the differences in their backgrounds and experiences.

The exercises were followed by a discussion of the implications of these phenomena for management and for persons working on income-generating projects.

Negotiation

It is very advantageous to know how to negotiate. This is something we do every day, at home with our families, or in selling a product or in promoting an idea. We have to know how to work with other agencies, with buyers and sellers. To acquire skill in negotiation one must learn to understand the other party with whom

one is dealing, whether a government official, a manufacturer, or people you are working with or supervising, or to whom you are selling. Once you understand the other person's background and needs, you are most likely to arrive at the best way to obtain what you want.

These techniques were taught in class through simulation games and practical examples.

Relevance of Material to Participants' Needs

There were many instances where participants were able to relate their own business experiences to the material that was presented in class, and were encouraged to use them as examples for the benefit of the rest of the group.

Opportunity for this was given through various means, such as role play and simulation games, which made the subject matter come to life. It also made it easier for the participants to observe how they themselves reacted in different situations.

- - - - -

PRODUCTION - Procedure and Methods

Over the past 5 years of projects practise in courses at MCTC, it was proved that a practical exercise utilizing appropriate materials has had an overwhelming impact on the participants. Not only are they using "classroom"knowledge as the leaven, but they also develop an additional skill/technique, that they perhaps did not possess prior to the course. When participants can apply theory to a practical situation immediately towards a positive solution to problems - a lasting impact is realised. This technique of teaching/learning was used in the course given in Lesotho, and proved again how successful it can be.

In the three weeks of this course, projects were introduced from the onset of the training. As the need arose, details, analysis and introduction of both theoretical and practical material was interwoven to create a well-rounded, interesting experience. Participants were given the opportunity to choose the project subject, according to the needs and requests of the rural dweller. The major concerns for local materials, ease of manufacture and market possibilities were discussed and taken into consideration prior to the manufacture of the product. Another major consideration was the question of "would the innovator's rural recipient carry on the project once the transfer-person left the scene?" It would seem that the participants were eager to continue the project and instil the same eagerness in the target groups.

It was decided to produce (as projects) the following two items: soap from animal fat and candles from animal fat .

What started out as practise on classroom examples developed into genuine enthusiastic approaches towards

the work. In some cases it was definitely indicated that the participants would, in fact, set up an income-generating activity. The participants not only learned the skill required to produce the product, but much more important - the requirements necessary for the running of a viable/profitable business.

THE PROCESS

Candlemaking:

- Local materials were investigated on the basis of availability, cost, etc. and were collected by the participants.
- Simple tools and utensils necessary to the production of candles were made.
- Wicks were made according to calculations provided by the instructor.
- Refining of wax, tallow, etc. was taught and demonstrated
- Labour intensive, "hand-dipping" method of manufacture (not utilizing molds, etc.) was employed.

Results: The participants can now teach others how to make candles from locally available material and they can show how to make a profit from labour and inputs. They can instil a certain pride knowing that this is really a "self-help" job done by their own people with their own materials. The money normally spent on candles can be used for other things. The candles they manufactured were one quarter the price of the purchased ones.

Soapmaking: Soap for washing clothes as well as the body is very expensive in Africa. Purchased soap can cost as much as two day's food for a family of four. The raw materials for producing soap (fat from animals and caustic soda) are locally available.

A form of soda was produced by the group from coal ashes but the concentration was not sufficient for saponification. The soda should have been made from hardwood ashes and not coal.

Finally the participants produced soap of a high quality, utilizing the correct caustic soda and will now teach others the process. The cost for production based on available materials is one-third of the the current purchased soap.

School Bags

Practise exercises in manufacture of school bags were not carried out although all the preliminary steps were taken, such as: investigating the need for such a project; availiability of local materials; finding customers; planning the manufacturing process, schedule and management, and drawing up the costing sheet.

This information is given in the report of Project C.

EVALUATION BY THE PARTICIPANTS

A questionnaire was given to each student to complete at the end of the course. The questions pertained to:

- the level of the course
- the duration
- appropriateness to the individual participant
- what subjects they thought could be of immediate use, and how they might be implemented
- what subjects would be useful in their future work, and their opinion of the training received
- their ability to initiate or improve their own projects

In general, their responses were as follows:

All the participants thought the course was too short.

"I am just beginning to see, to understand and it's over!"

About half thought that although certain subjects might have been given more time, they had a much better understanding of income-generating activities and could see themselves starting their own business or advising others.

Those who are running a business stated that they already introduced some of their new knowledge into the operations. Others said they were greatly enriched by what they had learned.

Three of the students felt they would need additional training before beginning their own project.

Two had not understood some of the subjects fully.

All the participants requested that in the future, courses be given during summer months. (The freezing winter weather restricts movement and makes concentration in class difficult).

EVALUATION BY THE TEACHING STAFF

The team observed that on the whole the selection of participants was precisely what was needed for the transfer of the technology this course offered. They also felt gratified that due to the connections established by other students from Lesotho who had participated in similar studies at MCTC in Haifa, the members of the local course now had an opportunity they would not have had otherwise.

In almost all cases, the participants will immediately make use of the knowedge they had gained. The very setting of the course brought home the real conditions of a rural area, and the community spirit that one could expect when a job has to be done. This situation, linked with a very tight programme, created an atmosphere of understanding and an air of urgency.

The course took place in a Nursery School with the barest accommodations and yet we were made to feel very much at home. It is not often that a team feels such warmth and comradeship as we experienced during the three weeks spent in Lesotho.

Mrs. Mosala, the coordinator and organiser of the course, who more than fully participated in the daily activities, created calmness and dignity by her presence, that was appreciated by all. In the latter part of the course we were joined by 30 nursery school children who returned from their vacation. Although they were kept at arms length, they were at their best behaviour, and again lent the perfect setting for our work.

The selection of the Lesotho National Council of Women to act as the hosting organisation is to be commended, as this group draws from the lifestream of the country

and reaches all urban and rural communities. It is also evident that if progress is to be made in the communities the emphasis must be placed on assistance to women.

One would think that in the particular situation of an on-the-spot course, language would present a major problem in presentation of subject matter and transference. However, we found the contrary. There were members of the course who did not fully understand English, yet contributed in their own language (without translation) and were actually involved in the daily programme. We attribute this to their eagerness to learn, to participate, and to make themselves understood; there was definitely a feeling of helpful comradeship.

We were honored and indeed fortunate to have the full support of Her Majesty the Queen, who participated and offered suggestions, and humour just when it was needed. She also graciously attended the closing ceremony and along with the Minister of Information and Broadcasting awarded the much valued certificates of completion.

- - - - -

RECOMMENDATIONS

The team can only repeat what the participants have already stated, and also agree that the course was too short. It is therefore recommended that at least an additional week be added to similar courses. It is further recommended that more on-the-spot courses be conducted in Lesotho, so as to have much greater participation of students locally who will disseminate knowledge and know-how on income-generating projects.

It is recommended that in the future, skill learning in practical projects be incorporated in the programme. This has a positive effect and makes for easier understanding of the theoretical material. The emphasis should be not on the product but on the application of material learnt in the course to the production of the product.

The two major and basic subjects - income-generating activities and community development - should in all future work continue to be taught side by side. The interweaving of subject matter which frequently, in the past, was separated, now proved to be indispensable. The team found a harmony of subject material that created a well rounded base for future development courses.

Due to the weather restrictions and at times almost unbearable cold, it is strongly recommended that courses should be held in the summer months.

- - -

LIST OF PARTICIPANTS

Anna M. HLALELE
Self-employed business woman,
Broadcaster, women's programme - Radio Lesotho

Mamaxesha JINGOES
Spinner and weaver

Kobeli MADAMANE
Prison Officer

Lekometsa MAHLAPANG
Homemaker

Malimakatso MAKOAG
Craftswoman - sewing, knitting, cooking

Margaret MASOETA
Teacher training - volunteer worker

Manthabeleng MATHABA
Businesswoman, teacher

Lihlapiso MOHAPELOA
Secretary

Belina MOKHETHI
Housekeeper, cook - Holiday Inn

Mantho MOLAI
Handicrafts - Manager of association

Mathabiso MOSAIA
President, Lesotho National Council of Women,
Broadcaster - Radio Lesotho

Malineo MOTSEPHE
Teacher - community development,
Programme-producer - Radio Lesotho

Makatleho NCHAPHA
Teacher

Manko PALIME
Homemaker

Rachel PHAKISI
Teacher

Rose RAMABITSA
Teacher and administrator - School for the blind

Ramakoloi MAFELLENG
Housewife

Maseabang Rosemary MOTA
Businesswoman

Maaleta RANTHARI
Teacher

Mabereng TAOLE
Government Administrator

Ma-Auta MOHLALISI
Homemaker

PROJECT REPORTS BY THE PARTICIPANTS

In order to ascertain the depths of understanding and to document the work that had been previously done, the participants were asked to submit a written project report according to an outline which contained all the steps essential for setting up a viable income-generating enterprise.

For this exercise the participants were divided into three groups: the candle-making, the soap-making, and a third group for making school bags. This latter group did not actually practise the manufacture of school bags, but did the planning, information gathering and hypothetical calculations.

This report writing assignment gave the participants the opportunity to apply the principles of working as a group, harmoniously, and to understand the elements of accuracy in planning, analysis, evaluation and timing.

The participants presented their reports orally as well as in written form.

These reports were analysed critically by the entire group, and the tutors, and will serve as a basis for review and information.

The team was pleased not only with the content and scope of the reporting, but with the great amount of knowledge evidenced and the confidence acquired as a result of this work.

- - - -

CANDLE PROJECT IN RURAL AREAS

Group A

We are a group of women who would like to start a small income-generating project. We have some money which we hope to use as our Capital when we start our business, and would like to invest it by doing something for our own good and for the good of the people who live in rural areas where there isn't enough of everything.

We have tried by many means to collect as much information as we can on the needs of the people, until we came to a decision of opening a Candle Factory . There is no electricity in rural areas and there are some people who cannot affort to buy Paraffin.

Our goal in opening this candle factory is to supply households with locally made candles. Obviously they will be cheaper. We would also like to teach rural women how to make candles. By so doing, we hope to generate some income from their sales.

We do have an objective in opening this candle factory. It is our intention to produce 5,000 candles for consumption by three villages, each of which is committed to purchase not less than 250 candles in 2 months' time. Initially the work is going to be started by 15 women until means of expansion could become available for the first trainees to train others.

The first phase of production, therefore, shall be established with 15 women who received training in the first stage of the project.

Our Plan Outline shall be to organise a site for the factory, and immediately after being granted a business site we shall have a group of women ready to start the

production work. We will then be in a position to get appropriate resources for materials, equipment and labour. We will first prepare and complete the paper work transactions and agreements by the women.

After completing our plan outline, we shall get some money to start building and purchasing the equipment. Our Costing Sheet is attached for ease of reference.

In our Product Development, we shall design moulds of 3 cm. in diameter by 30 cm. in length. We will be having a group of 15 women starting the production work with 15 moulds at the cost of R 1.70 each (a total of R 26.00). It will take only one day to design this mould.

Each of the 15 women will work 5 days a week, or 40 days in two months. Each of them will earn R 2.50 a day which will amount to R 100.00 in two months.

Our equipment will consist of a mud fire plate (mind you, this project is in rural areas) which will cost us R 65.00. In the production of candles we shall use a suspension of hangers to suspend the wicks, 15 in number, and enabling us to make 15 candles at a time. We shall use one big heavy iron pot for mixing our ingredients.

Labour shall consist of 15 women and each of them is expected to produce 250 candles per week. This number will enable them to produce the 5,000 candles within the stipulated time of two months.

Our proposed schedule (attached) clearly states the activities in which we will be involved during the eight weeks (two months) of preparation.

Following is an assessment in which we tried to explain what we understand could go wrong.

Hypothetical Schedule

First Week

a) Organise the group, management committee and sales committee.

Management committee members are:

- Mrs. Taole (Manager)
- Mrs. Motsephe (Bookkeeper)
- Mrs. Makoag (Saleslady)
- Mrs. Ramabitsa (Labourer)
- Mrs. Nchapha (Labourer)
- Mrs. Mokhethi (Labourer)

b) Design the building.

c) Prepare paperwork on constitution, working conditions, payments, flow of money, obtain contractor for building, establish the bookkeeping system.

d) Obtain funds.

Second Week

Begin building.

Third Week

a) Begin acquiring raw materials

b) Begin training on the basics in the home of Mrs. Ramabitsa

c) Promote publicity by preparing signs and news items for publication, e.g. handouts in the villages.

Fourth Week

Continue with training

Fifth Week

a) Move equipment to new building

b) Establish routine of work and duties. Continue methods and procedures

Sixth to Eighth Week

Mass production of candles and delivering the candles as well.

What could go wrong?

Since we are going to use horses and mules for transportation, we are likely to have some of our candles reaching the villages broken, as the country is very mountainous. We can foresee that there would be some problems, but since we are only now going into the venture, we do not know the extent of the breakage we will have. As we get used to the mountain roads we hope to overcome the problem.

Women are delicate people, wo there is a likelihood of some not coming regularly, due to maternity leaves and sick leaves, thus delaying production. That is why we have assigned some members of the committee to be labourers, to fill in the gaps as they occur (see following page).

Plan Outline Details

a) To organise a site for production of candles.
b) To have a group of women to be ready to start the production work.
c) To get appropriate resources and estimate the costs for materials, equipment and labour.
d) To prepare and complete paper work transactions and agreements by women.
e) To get money to start building the premises and purchasing the equipment.

(The costing sheet is attached).

Product Development

Design moulds 3 cm. in diameter and 30 cm. long
- 15 moulds at R 1.70 each = R 2.60

Time: 1 day

15 women, each working 5 days a week and earning R 2.50 a day will earn a total of R 100.00 each in 40 days.

COSTING SHEET (MCTC)

PRODUCT DESCRIPTION	QUANTITY	CUSTOMER	DATE	PRODUCT No.

		Total Cost Qty: (No. of Pieces)	Unit Cost Qty: (each)
Product Development & Engineering Cost			
Design (rate/hour 2.50 total hours 8)	15.00		
Drafting (rate/hour __ total hours __)			
Model Making (materials & labour)			
Prototype Making 3 (materials & labour)	.93 75 u		
Engingeering (rate/hour __ total hours __)	.93 75 u		
Processing Methods, Work & Time Study, Route, Sheet, etc.	.93 75 u		
Tooling (materials & labour)	10.85		
Total Cost of Product Development & Engineering	88.6625 u		
Product Develpment & Engingeering Contribution			
Manufacturing Cost		Total Cost Qty: (No. of Pieces)	Unit Cost Qty: (Each)
Direct materials:		5,000 candles to be produced	6 c
(i) Raw material - local - import			
(ii) Purchased parts	188.40		
(iii) Allowance for scrap losses	18.84		
Direct labour	100.00		
Factory overhead (% of direct labour)	80.00		
Total Manufacturing Cost	m. 387.24		
Miscellaneous Cost (Packing, Transport, Advertising)		Total Cost Qty: (No. of Pieces)	Unit Cost Qty: (Each)
Packing materials)			
Packing labour) for local market			
Transport cost)	10.00		
Advertising) to be explained			
Packing materials)			
Packing labour) for export			
Transport cost)			
Advertising)			
Total Ex-factory Cost	10.00		
Product Development & Engingeering contribution as in (1) above		88.6625 u	
Selling Overhead (% of Factory Cost)		38.72.4	
General Administrative Overhead (house)		1.50	
Total Cost (Before Profit & Taxes)		118.88.29 c	
Profit (%)		1062245 u	
Selling price (a) Ex-factory price (domestic) (pieces)			
(b) Export fob ( )			
Suggested Retail Price	20	0.6 c each	

SOAP PROJECT

Group B

Goals: a) To manufacture soap for sale

b) To involve 10 rural women in the production process

Objectives:

1) To produce 400 bars of soap per day (8 hours) with 10 people.

2) To supply soap to 5 villages of 200 people each (2,000).

3) To produce 2,000 bars of soap within a week.

Production Line Plan

Planning Time Organiser

1) Interview and select trainees
2) Train the staff
3) Meeting property owner
4) Locate building for production - R1/week rent
5) Locate and purchase materials and tools

Location- Khubatsoana 5 km from Maseru.

Members:

M. Hlalele	-	Organiser
L. Mohapeloa	-	Production manager
M. Lekometsa	-	Designer
M. Palime	-	Packaging officer
M. Mosoetsa	-	Checking officer (quality, size, label, etc.)
M. Kobeli	-	" " " " " "

For large scale production local materials are not easily available, we therefore had to buy all the ingredients needed (borax, caustic soda and fat).

EVALUATION

We realised that soap production on a large scale with imported materials would be too expensive.

We would like to produce soap with local materials. Our first experiment using local materials was not successful, but we are going to try till we succeed. The second experiment, with imported materials, was sucessful.

Our goal, however, is to train rural women to produce soap with what they have, on a small scale. A household can be self-providing in soap and maybe with a small surplus.

What might go wrong

a) The soap might be too wet for delivery.
b) Raw material might not be in stock.
c) Illness could slow down production process.
d) Raw material might not be delivered on time.

Line Plan for Lead Time and Production

Friday: Interview and select trainees, and train the staff in the afternoon.

Saturday: Locate building and buy materials.

Monday: Prepare raw materials, weigh them and make a sample - with staff.

Tuesday: Measure out materials for large scale production.

Wednesday: Production - mixing together the previously measured out quantities - fat, borax and caustic soda.

Thursday: Cutting and drying the soap.

Friday: Packing and delivering the soap.

- - - - -

COSTING SHEET (M.C.T.C.)

APP. B-3

PRODUCT DESCRIPTION	QUANTITY	CUSTOMER	DATE	DATE	PRODUCT

Product Development & Engineering cost	Total cost qty (No of pieces)	Unit cost qty. (each
Design (rate/hour - total hours-)	R10	
Drafting (rate/hour - total hours-)	R2	
Model making (materials & labour)	30s	
Prototype making (materials & labour)	R20.4	
Engineering (rate/hour -total hours-)	R20	
Processing methods, work & time study, route, sheet, etc.	79s	
Tooling (materials & labour	R1753	
Total cost of product Development & Engineering	R1788.13	
Product Development & Engineering cont	R1788.13	

Manufacturing cost		Total cost qty NO of pieces)	Unit cost Qty (Each)
Direct materials:			
(i) Raw material - local -import	R1600.		
(ii) Purchased parts	R43.10		
(iii) Allowance for scrap losses	R160		
Direct labour	R100		
Factory overhead(% of direct labour)	R80		
Total Manufacturing cost	R 1983.10	R1983.10	

Miscellaneous cost(Packing, Transport, Advertising)		Total cost Qty (No. of pieces)	Unit cost Qty. (Each)
Packing materials) Packing labour)) for local market	R206 ~~R20~~		
Transport cost) Advertising) Packing materila) Packing labour) Transport cost)) for export Advertising)	226.00		
Total ex-factory cost	R2050.36		
Product development & engineering cont. as in (1) above)		1788.13	
Selling overhead (% of factory cost)		17.88	
General Administrative overhead		100.	
Total cost (Before profit & Taxes)		1806.26	
Profit (%)	20%	R361.25	
SELLING price (a) Ex-factory price (domestic (b) Export fob ( )		R1.16	
Suggested Retail price	29		

SCHOOL BAG PROJECT

Group C

Goals:

. To increase our income

. To give employment to women

. To train trainers in skills

Objectives:

1) To make 1,200 school bags for the St. Agnes Primary School.

2) The bags will help the children carry their books, so that they do not get torn or lost, thus saving their parents' money.

3) The bags will take two months to make, starting on the 29th of August, finishing them on the 29th of October, 1983.

Outline of Plan:

We will first rent a house where we sew the bags at M 15 per month for 3 months.

We have six women working on the project, whose pay is R53 per month working 8 hours a day. The first month is for the preparation of the project by training the workers.

We will spend M 32 to buy raw materials for sample-making. The samples take two days to make, and will be completed on the last week of the first month.

Evaluation:

In the evaluation of the project we asked ourselves these questions.

1) Is there a need and a market?

2) For how many people are we sewing the bags? For how long are we to supply them?

3) Where shall we get the raw material?

4) Does our organiser know how to make the bags?

5) Are his/her relations with the workers good?

6) Are our workers all skilled?

7) Are there any transportation problems?

8) How many bags will be sold?

What could go wrong?

We thought that what could go wrong and hinder production might be:

. shortage of material
. poor quality of product
. labour strike
. electricity failure

Members of this group and their duties in the project:

Mathabiso Mosala	-	Organiser
Mantho Molai	-	Designer
Manthabeleng Mathaba	-	Cutter
Maseabane Mota	)	
Maaleta Ranthare	)	Seweing
Mafelleng Ramakoloi	)	
Mamaxesha Jingoes	-	Finishing and labelling

Production Stages

1) Recruiting women, buying raw material
2) Designing and drawing of pattern
3) Cutting of the bags
4) Sewing begins
5) Sewing continues
6) Finishing the bags - buckle inserting
7) Putting labels on
8) Delivery to the customer

- - - - -

COSTING SHEET (MCTC)

PRODUCT DESCRIPTION	QUANTITY	CUSTOMER	DATE	PRODUCT No.
SCHOOL BAGS	1,000		27-9-83	0001

Product Development & Engineering Cost		Total Cost Qty: (No. of Pieces)	Unit Cost Qty: (each)
Design (rate/hour M / total hours 12)		M 12 = 1,000	
Drafting (rate/hour 5 sc total hours 4)		2 School	
Model Making (materials & labour)		20 Bags	
Prototype Making (materials & labour)		200	
Engingeering (rate/hour M 10 total hours 3)		30	
Processing Methods, Work & Time Study, Route, Sheet, etc.		100	
Tooling (materials & labour)		250	
Total Cost of Product Development & Engineering		614	61.04 c
Product Develpment & Engingeering Contribution			

Manufacturing Cost		Total Cost Qty: (No. of Pieces)	Unit Cost Qty: (Each)
Direct materials:			
(i) Raw material - local - import	700. =		
(ii) Purchased parts	276 =		
(iii) Allowance for scrap losses	97.60		
	322.50		
Direct labour			
Factory overhead (80% of direct labour)	258.00		
Total Manufacturing Cost		1654.10	1.65 7/10

Miscellaneous Cost (Packing, Transport, Advertising)		Total Cost Qty: (No. of Pieces)	Unit Cost Qty: (Each)
Packing materials)			
Packing labour)	for local market		
Transport cost)			
Advertising)	5. =		
Packing materials)			
Packing labour)	for export		
Transport cost)			
Advertising)			
Total Ex-factory Cost	51 =		.005
Product Development & Engingeering contribution as in (1) above		614	
Selling Overhead (/ % of Factory Cost)		16.54	
General Administrative Overhead		300. =	
Total Cost (Before Profit & Taxes)		2589.64	
Profit (%) 20%		517.93	
Selling price (a) Ex-factory price (domestic) (pieces)		3107.57	3.11
(b) Export fob ( )			
Suggested Retail Price 50%	3.2	1553.78 1/2	1.55